



# House of Representatives

## File No. 880

General Assembly

January Session, 2013

**(Reprint of File No. 30)**

Substitute House Bill No. 5423  
As Amended by House Amendment  
Schedule "A"

Approved by the Legislative Commissioner  
May 31, 2013

### **AN ACT CONCERNING REVISIONS TO THE HIGHER EDUCATION STATUTES.**

Be it enacted by the Senate and House of Representatives in General  
Assembly convened:

1 Section 1. Subsection (b) of section 4-124dd of the general statutes is  
2 repealed and the following is substituted in lieu thereof (*Effective from*  
3 *passage*):

4 (b) The board shall consist of the following members:

5 (1) A member appointed by the speaker of the House of  
6 Representatives;

7 (2) A member appointed by the president pro tempore of the Senate;

8 (3) A member appointed by the minority leader of the House of  
9 Representatives;

10 (4) A member appointed by the minority leader of the Senate;

11 (5) The Commissioners of Public Health [,] and Education, [and] the

12 president of the Board of Regents for Higher Education and the  
13 executive director of the Office of Higher Education, or their designees;

14 (6) The chairpersons and ranking members of the joint standing  
15 committees of the General Assembly having cognizance of matters  
16 relating to public health and higher education and employment  
17 advancement, or their designees;

18 (7) A representative of the Connecticut State Board of Examiners for  
19 Nursing, established under section 20-88, who shall be appointed by  
20 said board; and

21 (8) A representative of the Connecticut Conference of Independent  
22 Colleges, who shall be appointed by said conference.

23 Sec. 2. Subsection (b) of section 10-16p of the general statutes is  
24 repealed and the following is substituted in lieu thereof (*Effective from*  
25 *passage*):

26 (b) (1) The Department of Education shall be the lead agency for  
27 school readiness. For purposes of this section and section 10-16u,  
28 school readiness program providers eligible for funding from the  
29 Department of Education shall include local and regional boards of  
30 education, regional educational service centers, family resource centers  
31 and providers of child day care centers, as defined in section 19a-77,  
32 Head Start programs, preschool programs and other programs that  
33 meet such standards established by the Commissioner of Education.  
34 The department shall establish standards for school readiness  
35 programs. The standards may include, but need not be limited to,  
36 guidelines for staff-child interactions, curriculum content, including  
37 preliteracy development, lesson plans, parent involvement, staff  
38 qualifications and training, transition to school and administration.  
39 The department shall develop age-appropriate developmental skills  
40 and goals for children attending such programs. The commissioner, in  
41 consultation with the president of the Board of Regents for Higher  
42 Education, the Commissioner of Social Services and other appropriate  
43 entities, shall develop a professional development program for the

44 staff of school readiness programs.

45 (2) For purposes of this section:

46 (A) Prior to July 1, 2015, "staff qualifications" means there is in each  
47 classroom an individual who has at least the following: (i) A childhood  
48 development associate credential or an equivalent credential issued by  
49 an organization approved by the Commissioner of Education and  
50 twelve credits or more in early childhood education or child  
51 development, as determined by the president of the Board of Regents  
52 for Higher Education, after consultation with the Commissioners of  
53 Education and Social Services, from an institution of higher education  
54 [(1)] (I) accredited by the Board of Regents for Higher Education or  
55 State Board of Education, and [(2)] (II) regionally accredited; (ii) an  
56 associate's degree with twelve credits or more in early childhood  
57 education or child development, as determined by the president of the  
58 Board of Regents for Higher Education, after consultation with the  
59 Commissioners of Education and Social Services, from such an  
60 institution; (iii) a four-year degree with twelve credits or more in early  
61 childhood education or child development, as determined by the  
62 president of the Board of Regents for Higher Education, after  
63 consultation with the Commissioners of Education and Social Services,  
64 from such an institution; or (iv) certification pursuant to section 10-  
65 145b with an endorsement in early childhood education or special  
66 education;

67 (B) From July 1, 2015, to June 30, 2020, "staff qualifications" means  
68 that for each early childhood education program accepting state funds  
69 for infant, toddler and preschool spaces associated with such  
70 program's child day care program or school readiness program, (i) at  
71 least fifty per cent of those individuals with the primary responsibility  
72 for a classroom of children hold (I) certification pursuant to section 10-  
73 145b with an endorsement in early childhood education or early  
74 childhood special education, or (II) a bachelor's degree with a  
75 concentration in early childhood education, including, but not limited  
76 to, a bachelor's degree in early childhood education, child study, child

77 development or human growth and development, from an institution  
78 of higher education [(1)] accredited by the Board of Regents for Higher  
79 Education or State Board of Education, and [(2)] regionally accredited,  
80 provided such bachelor's degree program is approved by the Board of  
81 Regents for Higher Education and the Department of Education, and  
82 (ii) such remaining individuals with the primary responsibility for a  
83 classroom of children hold an associate degree with a concentration in  
84 early childhood education, including, but not limited to, an associate's  
85 degree in early childhood education, child study, child development or  
86 human growth and development, from an institution of higher  
87 education [(1)] (I) accredited by the Board of Regents for Higher  
88 Education or State Board of Education, and [(2)] (II) regionally  
89 accredited, provided such associate degree program is approved by  
90 the Board of Regents for Higher Education and the Department of  
91 Education; and

92 (C) On and after July 1, 2020, "staff qualifications" means that for  
93 each early childhood education program accepting state funds for  
94 infant, toddler and preschool spaces associated with such program's  
95 child day care program or school readiness program, one hundred per  
96 cent of those individuals with the primary responsibility for a  
97 classroom of children hold (i) certification pursuant to section 10-145b  
98 with an endorsement in early childhood education or early childhood  
99 special education, or (ii) a bachelor's degree with a concentration in  
100 early childhood education, including, but not limited to, a bachelor's  
101 degree in early childhood education, child study, child development or  
102 human growth and development, from an institution of higher  
103 education [(1)] (I) accredited by the Board of Regents for Higher  
104 Education or State Board of Education, and [(2)] (II) regionally  
105 accredited, provided such bachelor's degree program is approved by  
106 the Board of Regents for Higher Education and the Department of  
107 Education.

108 (3) Any individual with a bachelor's degree who, on or before June  
109 30, 2015, is employed as a teacher by an early childhood education  
110 program that accepts state funds for infant, toddler and preschool

spaces associated with such program's child day care program or school readiness program and meets the staff qualifications required under subparagraph (A) of subdivision (2) of this subsection shall be considered to meet the staff qualifications required under subparagraphs (B) and (C) of subdivision (2) of this subsection. No such early childhood education program shall terminate any such individual from employment for purposes of meeting the staff qualification requirements set forth in subparagraph (B) or (C) of subdivision (2) of this subsection. Any such individual who terminates his or her employment with such early childhood education program and accepts a teacher position at another early childhood education program accepting state funds for spaces associated with such program's child day care program or school readiness program shall submit documentation of such individual's progress toward meeting the staff qualification requirements set forth in subparagraph (B) or (C) of subdivision (2) of this subsection in a manner determined by the Department of Education.

(4) Any individual with a bachelor's degree other than those bachelor's degrees specified in subparagraphs (A) and (B) of subdivision (2) of this subsection may submit documentation concerning such degree for review and assessment by the Department of Education as to whether such degree has a sufficient concentration in early childhood education so as to satisfy the requirements set forth in said subparagraphs (A) and (B).

Sec. 3. Subparagraph (B) of subdivision (2) of subsection (e) of section 10-16p of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(B) For the fiscal year ending June 30, 2012, and each fiscal year thereafter, if funds appropriated for the purposes of subsection (c) of this section are not expended, an amount up to five hundred thousand dollars of such unexpended funds may be available for the provision of professional development for early childhood education program providers offered by a professional development and program

144 improvement system within the Connecticut State University System  
145 and available for use in accordance with the provisions of this  
146 subparagraph for the subsequent fiscal year. The Commissioner of  
147 Education may use such unexpended funds on and after July 1, 2012,  
148 in consultation with the president of the Board of Regents for Higher  
149 Education, to support early childhood education programs accepting  
150 state funds in satisfying the staff qualifications requirements of  
151 subparagraphs (B) and (C) of subdivision (2) of subsection (b) of this  
152 section. The Department of Education shall use any such funds to  
153 provide assistance to individual staff members, giving priority to those  
154 staff members attending an institution of higher education [(1)] (i)  
155 accredited by the Board of Regents for Higher Education or State  
156 Board of Education, and [(2)] (ii) regionally accredited, at a maximum  
157 of five thousand dollars per staff member per year for the cost of  
158 higher education courses leading to a bachelor's degree or, not later  
159 than December 31, 2013, an associate's degree, as such degrees are  
160 described in said subparagraphs (B) and (C) at an in-state public  
161 institution of higher education or a Connecticut-based for-profit or  
162 nonprofit institution of higher education, provided such staff members  
163 have applied for all available federal and state scholarships and grants,  
164 and such assistance does not exceed such staff members' financial  
165 need. Individual staff members shall apply for such unexpended funds  
166 in a manner determined by the Department of Education. The  
167 Commissioner of Education shall determine, in consultation with the  
168 president of the Board of Regents for Higher Education, how such  
169 unexpended funds shall be distributed.

170 Sec. 4. Section 10a-10 of the general statutes is repealed and the  
171 following is substituted in lieu thereof (*Effective from passage*):

172 The Office of Higher Education shall establish an Office of  
173 Educational Opportunity in the Office of Higher Education, within the  
174 limits of funds appropriated for such purpose. The [office] Office of  
175 Educational Opportunity shall assist the [board] Office of Higher  
176 Education in state-wide efforts to increase enrollment, retention and  
177 graduation of disadvantaged students.

178 Sec. 5. Subparagraph (C) of subdivision (2) of subsection (b) of  
179 section 10a-109i of the general statutes is repealed and the following is  
180 substituted in lieu thereof (*Effective from passage*):

181 (C) In any such fiscal year in which the eligible gifts received by the  
182 university exceed the endowment fund state grant maximum  
183 commitment for such fiscal year, the amount in excess of such  
184 endowment fund state grant maximum commitment for such fiscal  
185 year [,] shall be carried forward and be eligible for a matching state  
186 grant in any succeeding fiscal year, from the fiscal year ending June 30,  
187 1999, to the fiscal year ending June 30, 2014, inclusive, subject to the  
188 endowment fund state grant maximum commitment for such fiscal  
189 year. Any endowment fund eligible gifts that are not included in the  
190 total amount of endowment fund eligible gifts certified by the  
191 chairperson of the board of trustees pursuant to this subparagraph  
192 may be carried forward and be eligible for a matching state grant in  
193 any succeeding fiscal year from the fiscal year ending June 30, 2000, to  
194 the fiscal year ending June 30, 2014, inclusive, subject to the  
195 endowment fund state matching grant maximum commitment for  
196 such fiscal year.

197 Sec. 6. Subdivision (1) of subsection (a) of section 10a-223 of the  
198 general statutes is repealed and the following is substituted in lieu  
199 thereof (*Effective from passage*):

200 (1) "Authority" means the Connecticut Higher Education  
201 Supplemental Loan Authority constituted as a subsidiary of the  
202 Connecticut Health and Educational Facilities Authority as provided  
203 in section 10a-179a;

204 Sec. 7. Subsection (c) of section 31-23 of the general statutes is  
205 repealed and the following is substituted in lieu thereof (*Effective from*  
206 *passage*):

207 (c) No minor under the age of eighteen years shall be employed or  
208 permitted to work in any occupation which has been or shall be  
209 pronounced hazardous to health by the Department of Public Health

210 or pronounced hazardous in other respects by the Labor Department.  
211 This section shall not apply to (1) the employment or enrollment of  
212 minors sixteen years of age and over as apprentices in bona fide  
213 apprenticeship courses in manufacturing or mechanical  
214 establishments, technical high schools or public schools, (2) the  
215 employment of such minors who have graduated from a public or  
216 private secondary or technical high school in any manufacturing or  
217 mechanical establishment, (3) the employment of such minors who are  
218 participating in a manufacturing or mechanical internship in any  
219 manufacturing or mechanical establishment, or (4) the enrollment of  
220 such minors in a cooperative work-study program approved by the  
221 Commissioner of Education and the Labor Commissioner or in a  
222 program established pursuant to section 10-20a. No provision of this  
223 section shall apply to agricultural employment, domestic service, street  
224 trades or the distribution of newspapers. For purposes of this  
225 subsection, (A) "internship" means supervised practical training of a  
226 high school student or recent high school graduate that is comprised of  
227 curriculum and workplace standards approved by the Department of  
228 Education and the Labor Department, and (B) [the term] "cooperative  
229 work-study program" means a program of vocational education,  
230 approved by the Commissioner of Education and the Labor  
231 Commissioner, for persons who, through a cooperative arrangement  
232 between the school and employers, receive instruction, including  
233 required academic courses and related vocational instruction by  
234 alternation of study in school with a job in any occupational field,  
235 provided these two experiences are planned and supervised by the  
236 school and employers so that each contributes to the student's  
237 education and to his employability. Work periods and school  
238 attendance may be on alternate half days, full days, weeks or other  
239 periods of time in fulfilling the cooperative work-study program.

240 Sec. 8. Subdivision (1) of subsection (a) of section 10a-11b of the  
241 general statutes is repealed and the following is substituted in lieu  
242 thereof (*Effective July 1, 2013*):

243 (1) The commission shall consist of the following voting members:



244 (A) Two members appointed by the speaker of the House of  
245 Representatives, who shall have experience as former administrators  
246 or faculty members in independent institutions of higher education in  
247 this state; (B) two members appointed by the president pro tempore of  
248 the Senate, one of whom shall be a former administrator or faculty  
249 member of a regional community-technical college and one of whom  
250 shall be a former administrator or faculty member of The University of  
251 Connecticut; (C) two members appointed by the majority leader of the  
252 House of Representatives, one of whom shall be a former  
253 administrator or faculty member of a state university in the  
254 Connecticut State University System and one of whom shall be a  
255 former administrator or faculty member of Charter Oak State College;  
256 (D) two members appointed by the majority leader of the Senate, one  
257 of whom shall have experience in the field of arts and culture and one  
258 of whom shall have experience in the field of health care; (E) two  
259 members appointed by the minority leader of the House of  
260 Representatives who shall have knowledge and expertise in science  
261 and technology; (F) two members appointed by the minority leader of  
262 the Senate who shall represent state-wide business organizations; and  
263 (G) [four] five members appointed by the Governor, one of whom shall  
264 represent a nonprofit education foundation, one of whom shall have  
265 experience in university research and its commercial application and  
266 one of whom shall have experience in the field of education from  
267 prekindergarten to grade twelve, inclusive. The commission  
268 membership shall reflect the state's geographic, racial and ethnic  
269 diversity.

270 Sec. 9. (NEW) (*Effective October 1, 2013*) Any person, as defined in  
271 section 1-79 of the general statutes, who donates tangible property to a  
272 regional community-technical college shall be immune from civil  
273 liability for damage or injury occurring on or after October 1, 2013,  
274 resulting from any act, error or omission by such person with respect  
275 to such donated tangible property, unless such damage or injury was  
276 caused by the reckless, wilful or wanton misconduct of such person.

277 Sec. 10. Section 10-145a of the general statutes is repealed and the

278 following is substituted in lieu thereof (*Effective July 1, 2013*):

279 (a) The State Board of Education may, in accordance with section 10-  
280 19 and such regulations and qualifications as it prescribes, issue  
281 certificates of qualification to teach, to administer, to supervise or to  
282 serve in other positions requiring certification pursuant to regulations  
283 adopted by the State Board of Education in any public school in the  
284 state and may revoke the same. Any such regulations shall provide  
285 that the qualifications to maintain any administrator, supervisor or  
286 special service certificate shall incorporate the professional  
287 development provisions of section 10-148a. The certificates of  
288 qualification issued under this section shall be accepted by boards of  
289 education in lieu of any other certificate, provided additional  
290 qualifications may be required by a board of education, in which case  
291 the state certificate shall be accepted for such subjects as it includes.

292 (b) Any candidate in a program of teacher preparation leading to  
293 professional certification shall be encouraged to successfully complete  
294 an intergroup relations component of such a program which shall be  
295 developed with the participation of both sexes, and persons of various  
296 ethnic, cultural and economic backgrounds. Such intergroup relations  
297 program shall have the following objectives: (1) The imparting of an  
298 appreciation of the contributions to American civilization of the  
299 various ethnic, cultural and economic groups composing American  
300 society and an understanding of the life styles of such groups; (2) the  
301 counteracting of biases, discrimination and prejudices; and (3) the  
302 assurance of respect for human diversity and personal rights. The State  
303 Board of Education, the Board of Regents for Higher Education, the  
304 Commission on Human Rights and Opportunities and the Permanent  
305 Commission on the Status of Women shall establish a joint committee  
306 composed of members of the four agencies, which shall develop and  
307 implement such programs in intergroup relations.

308 (c) Any candidate in a program of teacher preparation leading to  
309 professional certification shall be encouraged to complete a (1) health  
310 component of such a program, which includes, but need not be limited

311 to, human growth and development, nutrition, first aid, disease  
312 prevention and community and consumer health, and (2) mental  
313 health component of such a program, which includes, but need not be  
314 limited to, youth suicide, child abuse and alcohol and drug abuse.

315 (d) Any candidate in a program of teacher preparation leading to  
316 professional certification shall complete a school violence, bullying, as  
317 defined in section 10-222d, and suicide prevention and conflict  
318 resolution component of such a program.

319 (e) On and after July 1, 1998, any candidate in a program of teacher  
320 preparation leading to professional certification shall complete a  
321 computer and other information technology skills component of such  
322 program, as applied to student learning and classroom instruction,  
323 communications and data management.

324 (f) On and after July 1, 2006, any program of teacher preparation  
325 leading to professional certification shall include, as part of the  
326 curriculum, instruction in literacy skills and processes that reflects  
327 current research and best practices in the field of literacy training. Such  
328 instruction shall be incorporated into requirements of student major  
329 and concentration.

330 (g) On and after July 1, 2006, any program of teacher preparation  
331 leading to professional certification shall include, as part of the  
332 curriculum, instruction in the concepts of second language learning  
333 and second language acquisition and processes that reflects current  
334 research and best practices in the field of second language learning and  
335 second language acquisition. Such instruction shall be incorporated  
336 into requirements of student major and concentration.

337 (h) On and after July 1, 2011, any program of teacher preparation  
338 leading to professional certification may permit teaching experience in  
339 a nonpublic school, approved by the State Board of Education, and  
340 offered through a public or private institution of higher education to  
341 count towards the preparation and eligibility requirements for an  
342 initial educator certificate, provided such teaching experience is

343 completed as part of a cooperating teacher program, in accordance  
344 with the provisions of subsection (d) of section 10-220a.

345 (i) On and after July 1, 2012, any candidate entering a program of  
346 teacher preparation leading to professional certification shall be  
347 required to complete training in competency areas contained in the  
348 professional teaching standards established by the State Board of  
349 Education, including, but not limited to, development and  
350 characteristics of learners, evidence-based and standards-based  
351 instruction, evidence-based classroom and behavior management,  
352 [and] assessment and professional behaviors and responsibilities and  
353 the awareness and identification of the unique learning style of gifted  
354 and talented children.

355 (j) On and after July 1, 2015, any program of teacher preparation  
356 leading to professional certification shall require, as part of the  
357 curriculum, clinical experience, field experience or student teaching  
358 experience in a classroom during four semesters of such program of  
359 teacher preparation.

360 (k) On and after July 1, 2012, any program of teacher preparation  
361 leading to professional certification shall include, as part of the  
362 curriculum, instruction in the implementation of student  
363 individualized education programs as it relates to the provision of  
364 special education and related services, including, but not limited to,  
365 the provision of services to gifted and talented children.

366 Sec. 11. Subsection (a) of section 10a-55i of the general statutes is  
367 repealed and the following is substituted in lieu thereof (*Effective July*  
368 *1, 2013*):

369 (a) There is established a Higher Education Consolidation  
370 Committee which shall be convened by the chairpersons of the joint  
371 standing committee of the General Assembly having cognizance of  
372 matters relating to higher education or such chairpersons' designee,  
373 who shall be a member of such joint standing committee. The  
374 membership of the Higher Education Consolidation Committee shall

375 consist of the higher education subcommittee on appropriations and  
376 the chairpersons, vice chairpersons and ranking members of the joint  
377 standing committees of the General Assembly having cognizance of  
378 matters relating to higher education and appropriations. The Higher  
379 Education Consolidation Committee shall establish a meeting and  
380 public hearing schedule for purposes of receiving updates from the  
381 Board of Regents for Higher Education on (1) the progress of the  
382 consolidation of the state system of higher education pursuant to  
383 section 4-9c, subsection (a) of section 4d-90, subsection (g) of section 5-  
384 160, section 5-199d, subsection (a) of section 7-323k, subsection (a) of  
385 section 7-608, subsection (a) of section 10-9, section 10-155d,  
386 subdivision (14) of section 10-183b, sections 10a-1a to 10a-1d, inclusive,  
387 10a-3 and 10a-3a, subsection (a) of section 10a-6a, sections 10a-6b, 10a-  
388 8, 10a-10a to 10a-11a, inclusive, 10a-17d and 10a-22a, subsections (f)  
389 and (h) of section 10a-22b, subsections (c) and (d) of section 10a-22d,  
390 sections 10a-22h and 10a-22k, subsection (a) of section 10a-22n,  
391 sections 10a-22r, 10a-22s, 10a-22u, 10a-22v, 10a-22x and 10a-34 to 10a-  
392 35a, inclusive, subsection (e) of section 10a-37, sections 10a-38 to 10a-  
393 40, inclusive, 10a-42 and 10a-42g, subsection (a) of section 10a-48a,  
394 sections 10a-55i, 10a-71 and 10a-72, subsections (c) and (f) of section  
395 10a-77, section 10a-88, subsection (a) of section 10a-89, subsection (c) of  
396 section 10a-99 and sections 10a-102, 10a-104, 10a-105, 10a-109e, 10a-  
397 143, 10a-163a, 10a-164a, 10a-168a and 10a-170, and (2) the program  
398 approval process for the constituent units. The Higher Education  
399 Consolidation Committee shall convene its first meeting on or before  
400 September 15, 2011, and meet not less than once every two months,  
401 [until September 15, 2012.]

402 Sec. 12. Subsection (b) of section 10a-34 of the general statutes, as  
403 amended by substitute senate bill 1139 of the current session, as  
404 amended by senate amendment schedule A, is repealed and the  
405 following is substituted in lieu thereof (*Effective July 1, 2013*):

406 (b) The Office of Higher Education shall establish regulations, in  
407 accordance with chapter 54, concerning the requirements for licensure  
408 and accreditation, such regulations to concern administration, finance,

409 faculty, curricula, library, student admission and graduation, plant and  
 410 equipment, records, catalogs, program announcements and any other  
 411 criteria pertinent thereto, as well as the periods for which licensure and  
 412 accreditation may be granted, and the costs and procedures of  
 413 evaluations as provided in subsections (c), (d) and (i) of this section.  
 414 Said office shall establish academic review commissions to hear each  
 415 appeal of a denial by said office of an application by an institution of  
 416 higher education for licensure or accreditation of a program of higher  
 417 learning or institution of higher education. For each individual appeal,  
 418 the executive director of said office, or the executive director's  
 419 designee, shall select a commission that is comprised of four higher  
 420 education representatives and five business and industry  
 421 representatives chosen from a panel of twenty-five members, who  
 422 shall be appointed as follows: (1) The Governor shall appoint five  
 423 members; (2) the speaker of the House of Representatives shall appoint  
 424 five members; (3) the president pro tempore of the Senate shall appoint  
 425 five members; (4) the majority leader of the House of Representatives  
 426 shall appoint five members; [(3)] (5) the majority leader of the Senate  
 427 shall appoint five members; [(4)] (6) the minority leader of the House  
 428 of [Representative] Representatives shall appoint five members; and  
 429 [(5)] (7) the minority leader of the Senate shall appoint five members.  
 430 The executive director of said office, or the executive director's  
 431 designee, shall ensure that each commission contains at least one  
 432 member appointed by each of the appointing authorities. Each  
 433 appointing authority shall select both higher education representatives  
 434 and business and industry representatives, but not more than three  
 435 from either category of representatives.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	4-124dd(b)
Sec. 2	<i>from passage</i>	10-16p(b)
Sec. 3	<i>from passage</i>	10-16p(e)(2)(B)
Sec. 4	<i>from passage</i>	10a-10
Sec. 5	<i>from passage</i>	10a-109i(b)(2)(C)

Sec. 6	<i>from passage</i>	10a-223(a)(1)
Sec. 7	<i>from passage</i>	31-23(c)
Sec. 8	<i>July 1, 2013</i>	10a-11b(a)(1)
Sec. 9	<i>October 1, 2013</i>	New section
Sec. 10	<i>July 1, 2013</i>	10-145a
Sec. 11	<i>July 1, 2013</i>	10a-55i(a)
Sec. 12	<i>July 1, 2013</i>	10a-34(b)

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

---

***OFA Fiscal Note***

***State Impact:*** None

***Municipal Impact:*** None

***Explanation***

The bill makes various, technical, procedural and conforming changes, which do not result in a fiscal impact.

House "A" which, (1) provides immunity to individuals who donate tangible property to a regional community-technical college, and (2) alters curricula to include the provision of services to gifted and talented children in teacher preparation programs, does not result in a fiscal impact, as the regional community-technical colleges have expertise in this area, and the changes do not alter the financial obligations of the regional community-technical colleges.

***The Out Years***

***State Impact:*** None

***Municipal Impact:*** None



---

**OLR Bill Analysis****sHB 5423 (as amended by House "A")\******AN ACT CONCERNING REVISIONS TO THE HIGHER EDUCATION STATUTES.*****SUMMARY:**

This bill:

1. replaces the higher education commissioner's position on the Connecticut Allied Health Workforce Policy Board with the Board of Regents for Higher Education (BOR) president and the executive director of the Office of Higher Education (OHE), increasing total board membership from 17 to 18;
2. assigns the Office of Educational Opportunity to OHE, rather than BOR;
3. adds a fifth gubernatorial appointee to the Planning Commission for Higher Education's membership;
4. grants immunity from civil liability to any person who donates tangible property to a regional community-technical college if such property causes damage or injury, unless it was caused by the donor's reckless, willful, or wanton misconduct;
5. requires candidates in teaching preparation programs that lead to professional certification to complete training in the awareness and identification of the unique learning style of gifted and talented children;
6. requires all teaching preparation programs that lead to professional certification to include instruction about the provision of services to gifted and talented children as part of

student individualized education programs;

7. requires BOR to report to the Higher Education Consolidation Committee about the program approval process for all campuses of UConn, the Connecticut State University System, the regional-technical community colleges, and the Board for State Academic Awards;
8. allows the Higher Education Consolidation Committee to continue meeting beyond the September 15, 2012 cut-off date established in current law; and
9. requires the House speaker and the Senate president pro tempore to each appoint five members to OHE's academic review commission panel, which sSB 1139 of the current session, as amended, requires OHE to establish to hear appeals about denials of licensure or accreditation applications by independent higher education institutions.

The bill also makes technical changes.

\*House Amendment "A":

1. adds a fifth gubernatorial appointee to the Planning Commission for Higher Education,
2. grants immunity from civil liability to donors of tangible property to regional-technical community colleges,
3. adds gifted and talented training components to teacher preparation programs leading to professional licensure,
4. adds a topic to BOR's reporting requirement to the Higher Education Consolidation Committee and allows the committee to continue meeting for the indefinite future, and
5. requires the House speaker and Senate president pro tempore to each appoint five members to OHE's academic review

commission panel.

EFFECTIVE DATE: July 1, 2013, except for the provision granting immunity to regional-technical community college donors, which takes effect October 1, 2013; and provisions affecting the Connecticut Allied Health Workforce Policy Board and the Office of Educational Opportunity, which take effect upon passage.

## **BACKGROUND**

### ***Connecticut Allied Health Workforce Policy Board***

State law charges the board with monitoring data and trends in the allied health workforce, along with identifying recruitment and retention strategies for allied health employers and public and private higher education institutions that offer allied health programs (CGS § 4-124dd).

### ***Office of Educational Opportunity***

The office assists with statewide efforts to increase enrollment, retention, and graduation of disadvantaged students at institutions of higher education (CGS § 10a-10).

### ***Planning Commission for Higher Education***

The commission develops and ensures the implementation of a strategic master plan for higher education. The plan must address degree attainment, the number of people entering the workforce, and the achievement gap. It also must establish numerical goals for 2015 and 2020 that (1) eliminate the postsecondary achievement gap between minority students and the general student population and (2) increase the number of people (a) earning a bachelor degree, associate degree, or certificate; (b) completing coursework at community colleges; and (c) entering the state's workforce. The plan must provide specific strategies for meeting these goals and consider the impact of education trends on higher education in Connecticut (CGS § 10a-11b).

### ***Higher Education Consolidation Committee***

The committee establishes a meeting and public hearing schedule to

receive updates from BOR on the progress of the consolidation of the state system of higher education. Current law permits the committee to meet until September 15, 2012 (CGS § 10a-55i).

**COMMITTEE ACTION**

Higher Education and Employment Advancement Committee

Joint Favorable Substitute

Yea    19        Nay    0        (02/19/2013)